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ABSTRACT

This guide for teachers of consumer and home economics education suggests agencies, groups, and organizations to be considered when exploring the resource possibilities which exist within a specific community. The format is that of a personal directory to be filled in with the telephone number, address, and contact person for each resource listed. Directory headings include the following: (1) police and fire departments; (2) banks; (3) post office; (4) utilities (gas, water, electricity); (5) telephone company; (6) churches, temples, clergy; (7) local businesses; (8) clubs, associations, trade and professional organizations; (9) local schools and colleges; (10) newspapers; (11) hospitals; (12) local government; (13) cooperative extension; and (14) libraries. Ideas for possible programs, speakers, and materials are given for each resource listed. To help insure a successful use of local information sources, checklists for using speakers, audiovisual materials, and field trips are provided. A three-page subject index concludes this directory. (JW)

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L. I. S. T.

Local Information Sources for Teachers - A Community Resource Guide for Consumer And Home Economics Education

New Jersey Occupational/Consumer
Resource Center
Educational Improvement Center-Central's
Edison Program
201-985-7769
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L. I. S. T.

LOCAL INFORMATION SOURCES FOR TEACHERS -

A COMMUNITY RESOURCE GUIDE FOR CONSUMER AND HOME ECONOMICS EDUCATION

Look beyond the classrooms and you find communities rich in human and material resources. LIST, Local Information Sources for Teachers, is a community resource guide which suggests agencies, groups and organizations to be considered when exploring the resource possiblilities which exist within a specific community.

The format is that of a personal directory. Each page provides room for you to note the specific phone number, address and person to contact for each resource listed. The looseleaf format allows you, the user, to insert additional pages as needed.

This guide has been prepared by the New Jersey Occupational/Consumer Resource Center. Our thanks to Rosemary Harzmann, Director, Home Economics and Consumer Education, Division of Vocational Education and Career Preparation, New Jersey State Department of Education, for her assistance and support.

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POLICE DEPARTMENTS

Ask the local police department if they provide information, speakers, audio-visuals, or field trip presentations on:

phone numbers / addresses / contacts

- home safety
- crime prevention
- battered spouses
- safe driving
- safe bicycling
- alarm systems
- neighborhood watch programs
- family violence
- child abuse or neglect
- runaways

FIRE DEPARTMENTS

Ask the local fire department if they provide information, speakers, audio-visuals, or field trip presentations on:

phone numbers / addresses / contacts

- fire prevention
- extinguishers
- fire insurance
- emergency squads or procedures
- home and fire safety
- home fire drills

BANKS

Ask local banking officials if their banks provide information about:

phone numbers / addresses / contacts

- checking accounts
- loan procedures
- savings accounts
- Christmas clubs
- travelers checks
- safe deposit boxes
- IRA accounts
- mortgages
- income tax

Ask if they provide:

- sample forms - checks, loan applications, etc.
- pamphlets
- speakers
- audio-visual materials

If the local bank does not provide any of these services, inquire as to whether or not the main office of the bank or the bank's professional associations provide such resources.

POST OFFICE

Ask the local post office if they provide information on:

phone numbers / addresses / contacts

- postal rates
- air mail
- parcel post
- social security forms
- income tax forms
- draft registration
- express mail

Ask if they provide:

- pamphlets
- audio-visuals
- sample forms
- field trip presentations

UTILITIES - GAS, WATER, ELECTRICITY

Ask local utilities if they provide community programs since often there are consumer offices within the company. Ask about programs, speakers, or materials about:

phone numbers / addresses / contacts

- energy conservation
- meter reading
- water conservation
- home insulation
- safety
- cooking

TELEPHONE COMPANY

Ask the telephone company if they provide information on:

phone numbers / addresses / contacts

- telephone usage rates and billing
- answering services
- paging devices
- telephoning in an emergency
- telephone service for the disabled
- how to use the telephone directory

CHURCHES, TEMPLES, CLERGY

Contact the local clergy. Frequently they are willing to participate in community activities which may include working with students in an informational sense. Be sure to caution your students about a religious bias in the presentation. You may also want to remind the clergy that the presentation is to be informational in nature and approach. Ask if the church or synagogue would be willing to participate in programs on:

- interpersonal relationships
- ceremonies and/or beliefs regarding marriage, death, coming-of-age
- interfaith marriages

phone numbers / addresses / contacts

LOCAL BUSINESSES

Contact local business people as possible resources for information on the subject of the business itself. For example, does the caterer do presentations on food preparation for crowds and/or parties? Does the insurance agent do programs on various types of insurance? Does the clothing retailer do programs on wardrobe selection and care? Does the accountant talk about tax preparation? Be sure to caution your speaker that you want an informational presentation, not an advertising plug. Ask about the following possibilities:

- in class presentations
- displays
- field trip presentations
- brochures, pamphlets etc.

phone numbers / addresses / contacts

CLUBS, ASSOCIATIONS, TRADE AND PROFESSIONAL ORGANIZATIONS

Contact local clubs as well as local branches of other organizations. They often provide speakers, A-V presentations, written materials or displays in their areas of expertise. Unions provide information on their trade and occupational possibilities. Local service organizations may have information regarding local projects. The local phone directory and/or the public library can direct you to these groups. Some groups to consider contacting may include:

phone numbers / addresses / contacts

Alcoholics Anonymous and/or AlAnon

American Association of University Women

American Civil Liberties Union

Better Business Bureau

Chamber of Commerce

Garden Club

Junior League

Junior Chamber of Commerce

Kiwanis

League of Women Voters

Lions Club

NAACP

National Organization for Women

Rotary

Urban League

YMCA/YWCA

LOCAL COLLEGES

Contact the local or county community college, four-year college or university, or other local schools to acquaint yourself with the resource possibilities that exist. Colleges and universities frequently have speakers bureaus. Also, special projects or research housed there may mean there are special materials or people that may be of interest to you. Ask about:

- speakers bureaus
- community extension programs
- special projects

phone number / addresses / contacts

LOCAL PRESCHOOL, ELEMENTARY OR SECONDARY SCHOOLS

Contact the educational professionals in the schools or day care centers of the community. Ask if they could provide information programs about:

- child development
- child psychology
- emotional development and problems
- learning disabilities
- family relationships

phone numbers / addresses / contacts

NEWSPAPERS

Use newspapers as an accessible, real life resource. Frequently, day-old newspapers are available in bulk. Their pages offer endless possibilities for classroom use. Here are some suggestions:

phone numbers / addresses / contacts

NEWS ARTICLES: provide the latest information such as news affecting consumers - e.g. bad weather affecting crops, legislation, etc.

FINANCIAL PAGES: provide information on stocks and bonds, practice in reading market quotations.

CLASSIFIED PAGES: how to read housing ads, job ads, items for sale listings. Use current prices to illustrate budget planning.

ADVERTISING: useful for lessons on comparative shopping, advertising techniques, etc.

LIVING/HOMEMAKING SECTIONS: provide consumer and homemaker tips, recipes, lifestyle articles, consumer complaints and strategies.

LOCAL HOSPITALS

Contact the local hospitals. Frequently they offer community programs on one or more of the following subjects:

phone numbers / addresses / contacts

alcohol or drug abuse
first aid
health
family life
local hotlines
parenthood education
prenatal care and/or LaMaze training
infant and/or child care
nutrition
smoking
mental health
medical services
rehabilitation programs,
caring for the sick at home
victims of crime programs.

LOCAL GOVERNMENT

Discover the resources that exist within your local government. Perhaps the...

phone numbers / addresses / contacts

Recreation Department does a program on
- play safety
- recreation activities

or the

Building Inspector does a program on
- safety
- sanitation

or the

Department of Public Works does a program on
- sanitation
- recycling

or the

Welfare Director has information on
- local assistance programs

or the

Municipal court system has information on
- court system
- local laws
- consumer protection
- small claims court

Use the phone book to discover what resource possibilities exist within the county's government as well.

COOPERATIVE EXTENSION

Check the phone book's county listings to find the number for your county's cooperative extension service. Ask the extension agents what services they provide for professionals, adults and/or students in the field of:

phone numbers / addresses / contacts

- agriculture
- improved family living
- forestry
- gardening
- 4-H
- environmental sciences
- marine sciences
- food and nutrition
- health
- human development and interpersonal relationships
- consumer economics
- apparel
- housing

LIBRARIES

Use your school and public libraries. Local information needs are best met by local information professionals. Librarians will orient you not only to the resources housed within the library but may also direct you to the resources available in the community. Explore the following areas with the school or public librarian:

1. The library's collection in your area of interest such as foods and nutrition, home management, clothing and textiles, personal and family relations, housing, home furnishings, consumer education. Ask to see the library's catalogs listing their collection's films, books, magazines, pamphlets, etc.
2. Investigate the library's practice regarding inter-library loans. This allows you to borrow specific titles not in your own library's collection by setting up a system whereby your library locates and borrows the title for you from another library.
3. Work with the reference librarian in getting to know the reference tools which may be helpful to you. There are directories which give addresses for unions and trade organizations, information on corporations, trademarks, products, or lists of magazine articles on specific subjects. Work with the reference librarian to get to know the tools available for your area of interest.
4. Ask about the library's special programs and/or exhibits. They may be of interest to your colleagues or students.
5. Ask about your library's file of local clubs, organizations, or human resource/talent bank. Specialists in your area of interest may be listed there.

phone numbers / addresses / contacts

6. Ask about class trips to the libraries. Tell the foods class about the cookbook and nutrition collection, the clothing class about the pattern exchange, the consumer education class about the consumers' collection, etc. Also, this helps students learn how to tap the library's resources themselves - an essential skill for any adult.

phone numbers / addresses / contacts

NEW JERSEY OCCUPATIONAL/CONSUMER RESOURCE CENTER

We include only one resource possibility which is not located in your specific town .... the New Jersey Occupational Consumer Rescurce Center. The NJO/CRC provides services and materials to anyone living, working, or going to school in New Jersey. Please contact our reference staff.

phone number / addresses / contacts

Ask about our A-V and print collection of materials available for loan to NJO/CRC card holders. Materials cover such subjects as home economics, consumer education, adult education, career education, special needs, vocational guidance, women.

NJO/CRC
Building 871
Plainfield Ave.
Edison, NJ 08817

201-985-7769

Ask to receive our workshop schedule.

Reference staff

Ask about our computer on-line search service.

Ask about our ERIC documents collection.

Ask about our poster collection.

Ask about our games and simulations collection.

Are you located more than 25 miles from Edison? Ask about our direct delivery loan system.

Ask about getting on our mailing list.

Please -- tap our resources.

USING THE RESOURCES:

SOME SUGGESTIONS

As you locate sources of information and programs, use them to enhance specific learning activities. Be sure your chosen resource is compatible with the student's interests, abilities, and experiences. Encourage student involvement in the planning and selection of the learning activity and the corresponding resources.

Successful use of community resources results not only from locating the information to use but in planning its presentation carefully. The following checklists provide suggestions to help insure a successful use of local information sources.

SPEAKER CHECKLIST

PREPARING FOR THE SPEAKER

( ) Contact speaker at least four weeks before anticipated date to make arrangements.

( ) Obtain and review information about speaker and, if applicable, about the represented organization.

( ) Inform speaker of:
- the visit's educational purpose
- the students' comprehension level, concerns
- time limit, if any
- directions for reaching school and classroom

( ) Determine from speaker:
- Content and time length of talk
- Need for any specific equipment, materials or other assistance for presentation.
- Need for any specific room preparation or seating arrangement.
- If tape recorders, cameras, etc. are allowed during presentation.

( ) Make any necessary arrangements to cover cost, transportation, lunch, etc.

( ) Confirm speakers' date a day or two before visit. Review traveling directions if necessary.

( ) Notify students of speaker's upcoming visit and prepare them for presentation.

THE VISIT

( ) Make sure necessary materials and equipment are ready and that room is prepared.

( ) Allow time for discussion and questions.

FOLLOW-UP

( ) Compile student evaluations of speaker for future use

( ) Have students write thank-you note to speaker.

A-V CHECKLIST

PLANNING

PREPARING TO USE THE A-V MATERIAL

( ) Request the film or other A-V material at least two weeks prior to time and date of viewing.
( ) Review printed study guide (if any) for A-V presentation.
( ) Preview media if at all possible to see:
- if media corresponds to specific educational goals or lesson plans
- if media is appropriate for students' experiences, comprehensional level
- if there are specific terms or points made in the film which require explanation
- if there is a nondiscriminatory presentation of information in the film regarding race, sex, religion

( ) Confirm film reservation on day before pick-up.

VIEWING THE FILM

( ) Set up projection equipment. Make sure equipment functions properly. You may want to have an extra projection bulb on hand.
( ) Prepare room to insure proper lighting, acoustics, ventilation, and seating arrangement.
( ) Prepare students for viewing of film by explaining film's subject, any special vocabulary, etc. Caution students against any biased presentation if biases were noted during your previewing of the film.

FOLLOW-UP

( ) As part of students' follow-up activities have them prepare a thank-you note to source of audio-visual material.
( ) Evaluate film and have students do same. File evaluations for future reference.

FIELD TRIP CHECKLIST

PREPARING FOR THE FIELD TRIP

Contact organization to arrange for date, time, and content of field trip at least three weeks prior to visit.

( ) Request any available brochures or other printed information to have on hand as you prepare students for trip.
( ) Determine if organization:
- provides a guide
- provides food or rest facilities
- has any restriction on group size, age, etc.
- requires any certain apparel for safety, comfort, etc.
- allows cameras, recorders, etc.

( ) Inform guide or organization of:
- educational purpose of trip
- students' ages, comprehension level, interest, concerns

( ) Reserve transportation and, if necessary, plan tentative route to facility.
( ) Determine expenses of activity.
( ) Send out and collect permission slips from parents. Be sure students are aware of expenses at the facility. Collect the necessary fees.
( ) Prepare students for visit by highlighting anticipated features of visit's location and format of site, etc.
( ) A day or two before visit, confirm date and time of field trip with organization or facility.

THE TRIP

( ) Follow itinerary. Keep track of all students.

FOLLOW-UP

( ) Have students write thank-you note to guide and/or facility for visit.
( ) Have students evaluate visit and file evaluations for future reference.

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